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ABSTRACT

This learning activity package is designed to help women prepare for the environment they may find while working in a trade. After completing this package, women should have a realistic idea about how well prepared they are to deal with job conditions that tend to be a problem for tradeswomen. Five units address the following topics: (1) understanding male co-workers; (2) stereotypes of women in the trades; (3) the climate of the workplace; (4) work force readiness; and (5) how to handle harassment. The exercises in each unit are designed to be done individually and then discussed with others. Most of the exercises involve value judgments, so opportunity should be provided for discussion of feelings with someone who understands them. Each unit contains some or all of these components: objectives, considerations to think about while the learner completes the unit, informational material, activity or activities, and considerations to think about when the learner completes the unit. Appendixes contain the following: additional activities about stereotyping, reasons for not hiring women and responses, annotated listing of five additional resources, and material on what sexual harassment is and what can be done. (YLB)

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APPRENTICESHIP A PARTNERSHIP

A Learning Activities Package for Women in Apprenticeship

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*Prepared by the
Apprenticeship Related Instruction Staff*

*Office of Adult and Community Education
Fairfax County Public Schools*

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WOMEN IN APPRENTICESHIP

A

LEARNING ACTIVITY PACKAGE

Prepared by the

Apprenticeship Related Instruction Staff
Office of Adult and Community Education
Fairfax County Public Schools

September, 1991

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PREFACE

This learning activity package deals with some very personal and emotional subjects that will generate very strong feelings. Many of the problems that apprenticewomen have result from some of the most common differences between men and women found in any workplace or social gathering. Many professionals have worked years upon years trying to solve the problems that result from these differences. It certainly is beyond the scope of this package to resolve these problems. This package is designed to familiarize you with this subject so that you have an opportunity to make a more informed decision before entering the trades.

This package addresses only some of the most frequent problem areas. You can do the exercises in this package on your own and then discuss them with others. Most of the exercises involve value judgements. There are no right or wrong answers. Group dynamics are very productive in dealing with topics which involve value judgements. Therefore, to get the most out of this package, it is very important that you have the opportunity to discuss your feelings with someone who understands them.

INTRODUCTION

This learning activity package is designed to help you prepare for the environment you may find while working in a trade. Some things that may be offensive or even illegal surely will be encountered. If you are aware of potentially troublesome job situations, you can be prepared to handle them in a way that will lessen their significance.

After completing this package, you should have a realistic idea about how well prepared you are to deal with job conditions that tend to be a problem for tradeswomen. You will know what to expect in this nontraditional employment.

Each unit is designed to give you a better understanding of trade workplaces. This copy will be yours to keep. You may write notes in it as you wish. To get the most benefit from this activity, complete a unit and then discuss the content with one or more people with whom you can relate.

UNIT ONE

UNDERSTANDING MALE CO-WORKERS

UNDERSTANDING MALE CO-WORKERS

OBJECTIVES: When you finish this unit you should know:

- What stereotypes are
- More about the types of men with whom you will work

CONSIDERATIONS TO THINK ABOUT WHILE YOU COMPLETE THIS UNIT

Definition: STEREOTYPES - Stereotypes are assumptions, observations, and/or interpretations of others.

Stereotypes are composite impressions of a certain group of people. They are quite often negative because most of us react stronger to negative things, and the more we react to something, the more we remember it. It is important for all of us to realize that people are basically good, but no one is perfect. Everyone should overlook co-workers faults and get to know what is good about them.

Overlooking someone's faults does not mean you have to accept illegal behavior. It just means that you try to do your job the best you can, regardless what co-workers do or say. All jobs have the potential for conflicts between co-workers.

On the following page is a list of stereotypes of men in the trades. All of these statements do not apply to all male tradespeople, but some might apply to any one male tradesperson.

The greater the number of male co-workers, the more likely it is that all of the following will be represented.

MALE STEREOTYPES

Read each of the following statements describing stereotypes.

1. Men feel that they have the primary responsibility for providing for the needs of their families.
2. Married men often lose contact with their friends from when they were single.
3. Married men often feel that work is the only place where their wives have no influence over their lives.
4. Men, like boys, tend to "act up" or get rowdy when they feel no one is watching.
5. Men who are offended by sexual jokes or vulgar pictures usually don't speak out. They play along so that they won't be outcast.
6. Men tend to pair up with co-workers with different lifestyles. (This allows them to satisfy their curiosity about the road not chosen or left behind.)
7. Men working in the trades have grown accustomed to "letting their hair down" while away from home. They are less inhibited because they don't have to set a good example for the kids.
8. Men sometimes verbally abuse others to prove themselves deserving of a high ranking in the pecking order.
9. Men will "size up" new workers (whether male or female) the first day to see if they "deserve" to be treated as equals.
10. Men usually will harass most, the man or women who appears to be the meekest. Harassers choose their mark after concluding that they will be the victor.

Activity

Discuss the following for each of the above statements:

1. Is the statement true or false in your experience?
2. Why or why not?
3. Think of someone you know or once knew who matches each statement. Write down the first name of that person. How did you relate to that person?
4. How would, could, or should you have reacted to someone like this?

See Appendix A for additional activities about stereotyping.

CONSIDERATIONS TO THINK ABOUT WHEN YOU COMPLETE THIS UNIT

While the purpose of this unit is not to teach you all there is to know about stereotypes, it is necessary to discuss them further here so that we aren't fixating stereotypes.

It is unfair to judge anyone by a stereotype. Stereotyping treats everyone the same, it strips them of their individuality, it strips them of credit for their own achievements, and it limits them to a predestined level of success.

Stereotyping also unfairly burdens each individual with the mistakes and failures of the group.

But stereotyping exists and will continue to exist because it serves as a means for our minds to quickly process information. A stereotype sketches out a profile template which we can update with more accurate information as it becomes available. (The process is similar to that of scientists who assemble dinosaur bones; they presume a basic structure and fill in missing pieces based upon what they have found to be typical.)

Innocent stereotyping becomes menacing discrimination when we take actions that put heavier burdens on or give additional benefits to some people because of some factor (usually race, sex, religion, or ethnic background).

This failure prevents us from developing an accurate file on the individual, and we discriminate because we make decisions and judgements based upon unproven information.

Stereotypes can and do serve a purpose. In this unit stereotypes enable us to draw a complicated profile and discuss actions with just a few short statements. We could discuss and better understand not only the specific items that were detailed, but also we could make presumptions about other actions that might occur.

You now have a more detailed sketch of the stereotypical tradesman. Hopefully, you realize that this template is a mosaic of interchangeable pieces which must be readily changed as you get to know each tradesman individually.

UNIT 2

STEREOTYPES OF WOMEN IN THE TRADES

STEREOTYPES OF WOMEN IN THE TRADES

OBJECTIVES:

When you finish this unit you should know:

- Why employers may be reluctant to hire apprenticewomen
- How to better prepare to be hired

CONSIDERATIONS TO THINK ABOUT WHILE YOU COMPLETE THIS UNIT

Earlier you discussed the stereotypes applied to male trade workers. Here you will see how the men stereotype women trade workers.

STEREOTYPES OF WOMEN

Read each of the following sentences and consider how you might react when confronted with such a bias.

1. She will get pregnant and leave this company as soon as her maternity benefits are used up.
2. She will quit her job as soon as she snags a man who can afford to keep her.
3. She will always be complaining about some little thing the male co-workers said or did.
4. She will sexually tease the men on the job.
5. She will be promiscuous and cause problems for all the married men.
6. She will cry every time someone offers some constructive criticism.
7. She has to find a job in the trades because she has a bad personality, and no one will hire her for an office job.
8. She only wants a job in the trades because she is a pushy, radical, women's liberation soldier.
9. She will use her feminine charms to get the guys to do all of her work for her.
10. She doesn't really need this job because her man will keep her if she is not hired.
11. She will replace some man who really needs this job to support his family.
12. She will take me to court the first time a guy compliments her on how she looks.
13. She will probably want to sit and gossip all day rather than do the work assigned to her.

Activity

Go back to the above list and discuss the following for each statement:

1. Is the statement true or false in your experience?
2. Why or why not?
3. What causes this type of attitude?
4. How would you react to someone like this?
5. What causes these feelings?
6. How can you deal with your own reactions?

See Appendix A for additional activities about stereotyping.

CONSIDERATIONS TO THINK ABOUT WHEN YOU COMPLETE THIS UNIT

These stereotypes are no more likely to fit you than the stereotypes of men are likely to apply to any individual man. With a little objectivity anyone could see that these could have a very negative impact in the workplace. That is the reason most employers, male or female, would love to really know that these DO NOT apply to a particular applicant.

If you are prepared to address these concerns by skillfully addressing them in job interviews, you will find more opportunities available to you.

During most job interviews, the applicant is given an opportunity to talk a little about him/herself. Jobs often go to people who sell themselves as productive dedicated workers, AND can deflect employer fears which are based on stereotypes. Do you have strong feelings about how other women have acted on the job? Do you have prior experience that proves you can handle a touchy situation? Have you made personal decisions that make these concerns moot? You may want to take advantage of this and let it be known.

Some of the concerns in this unit are very personal, some are offensive, but each can be a barrier to successful employment in any job, not just the trades. You should be prepared to deal effectively with as many of them as possible.

UNIT 3

THE CLIMATE OF THE WORKPLACE

THE CLIMATE OF THE WORKPLACE

OBJECTIVES: When you finish this unit you should know:

- How you feel about the climate of the workplace
- How much does the climate of the workplace matter to you

THE CLIMATE OF THE WORKPLACE

These are some things you may encounter in the workplace. Read each question. How does each question make you feel. Discuss each question. Make a list of your own to add to this list. Discuss each additional situation.

1. How do you feel if you hear cuss words?
2. How do you feel when you hear sexual jokes?
3. How do you feel when someone comments on your sex life?
4. How do you feel when someone asks about your sex life?
5. How do you feel when sexual jokes are told where you can overhear them, even though you are not a party to the conversation at hand?
6. How do you feel when you see vulgar gestures which are not directed at you?
7. How do you feel if a man takes the last available seat without offering it to you?
8. How do you feel if a man does not open a door for you?
9. How do you feel if you are expected to work in an uncomfortable or dirty area (i.e., musty crawlspace beneath a house)?

CONSIDERATIONS TO THINK ABOUT WHILE COMPLETING THIS UNIT

Needing to prove oneself worthy of acceptance is not unique to the trades. In colleges "hazing" an intense form of harassment, is used to test people who have pledged to enter a fraternity. In sports, "rookies" must report to training camp earlier than veterans. The common philosophy in many fields is to "make them or break them," based upon the idea that pain will make you stronger.

Most fields have some sort of "rite of passage." Medical interns must endure the hardships of working back to back shifts with little or no time off and being "on call" at all times. Law students and young lawyers spend countless hours pouring over hundreds of books, tediously researching previous case histories for a precedence or through state and federal codes looking for obscure laws or loopholes.

The most difficult time will be at the beginning. Your co-workers must learn to accept you and you must learn to accept them. Once you have proven your trade skills to your co-workers, the initiation will be over.

UNIT 4

WORKFORCE READINESS

WORKFORCE READINESS

OBJECTIVES: When you finish this unit you should know:

- What sacrifices might be required by a job
- Which sacrifices you may have to make
- Which sacrifices you may not be willing to make

CONSIDERATIONS TO THINK ABOUT WHILE YOU COMPLETE THIS UNIT

All prospective employees must convince the employer that they have the skill to do the job AND that they are readily available to work when needed. The company cannot fulfill its obligation to the customer if it cannot depend upon the staff to be at work when scheduled. A company that does not serve its customers will have no need for employees.

Most jobs have certain training requirements. Most jobs have on-the-job training, but many require additional study in the evening one or two nights/week. You may have to pay for these classes. In apprenticeship classes, the fees range from \$200-400 per year (includes textbooks and other supplies).

Many jobs have certain tools and equipment that you must obtain early in your career. A typical tool set might cost \$200; specialty sets might run over \$1000. You may have to purchase uniforms or special clothing (e.g., hard hat or steel tipped shoes for safety).

Most jobs have certain physical requirements. You may have to lift a certain amount of weight, climb a ladder, be comfortable on a building several stories above the ground or in a trench several feet below the ground.

With any job you must be willing to accept certain sacrifices before you are ready to enter the workforce.

MEASURING YOUR WORKFORCE READINESS

Activity 1

On five separate pieces of paper, make the following five lists:

1. Physical expectations someone might be required to have on the job.
2. Financial considerations someone might be required to have on the job.
3. Personal/familial sacrifices someone might be required to make on the job.
4. Time resources someone might have to use related to the job.
5. Flexibility issues someone might face related to the job.

Place an X in front of each item on each list that applies to you. Do NOT mark the item if it is something you can do BUT are not willing to.

Activity 2

On another piece of paper, draw a line from top to bottom in the middle of the sheet. On one side, list all the acceptable reasons someone might be absent from the job. On the other side, list all the unacceptable reasons someone might be absent from the job.

Note each reason on each list on a separate piece of paper that you would be likely to use if you were not going to go to work. Fold the paper in half and set it aside for awhile.

Now, pretend you are the employer. Think about each reason on the "acceptable" list. How would you feel about each reason if your employees used them? Would you change the two lists in any way? If yes, make a new set of lists and label it "From the Employer's Point of View".

Return to your personal list of reasons on the folded piece of paper. How many of your reasons are on the acceptable list labeled "From the Employer's Point of View?" How many of your reasons are on the unacceptable list? Are there any actions you can take now, so that there will be fewer reasons on the unacceptable list later?

Activity 3

In light of the lists developed in Activities 1 and 2, consider how each of the following items might affect your workforce readiness. Mark each item using the following key:

PE = Physical Expectations
FC = Financial Considerations
PF = Personal/Familial
TR = Time Resources
FI = Flexibility Issues

AA = Acceptable/Unacceptable Absences

Young children	Longer hours with same day notice
Childcare	Cold
Lift over 25 pounds	Headache
Sick leave	Firm vacation plans
Start work before 8 AM	Wait a year before benefits offered
Physical/medical restrictions	Spend \$200 for tools
Appropriate clothes for work	Transportation to, from, and between job sites
Ladders over 4 feet high	Vacation plans for June, July, or August
Read a street map	\$200-\$400 to enroll in apprenticeship school
Shift work	Attend school 1 night/week, September-May
Bad weather	Regular commitments requiring time off
Work on roof	Unpaid sick days

ACTIVITY 4

RESPONSES TO EMPLOYERS

1. Write typical reasons given by employers for not hiring women into nontraditional jobs on its own sheet of paper or newsprint.
2. Beneath each reason, list possible responses you could make to that employer. Be sure everyone has had an opportunity to add responses.
3. Discuss each set of reasons/responses separately:
 - A. How would each response affect your chances of being hired?
 - B. How could each response be improved to your benefit?
 - C. How can you get the information to back up your position in a particular response (i.e., do your homework before an interview)?
4. See Appendix B for some additional assistance with reasons and responses.

CONSIDERATIONS TO THINK ABOUT WHEN YOU COMPLETE THIS UNIT

You have just completed a unit which details many items that can have an impact on your ability to be a productive tradesperson. Ultimately you must be the one to make the final judgement if a career in the trades is right for you. How did you feel as you worked through this learning package?

It is your responsibility to be at work as scheduled and to be able to do the work that is needed, when it is needed. In addition, most jobs have certain training and tools of the trade which you must obtain early in your career.

Many people, including employers, are working to make the trades a better workplace for women and minorities. Unfortunately change takes time. You are the one who has to decide how these things can affect the career you choose.

The number of women in the trades is growing each year. You can join these women and together you will have an opportunity to affect change from within the trades. Fairfax County Public Schools offers classes that could help you cope with the nature of the current trends in the workforce. See Classes, Etc. at a public library or adult education center for courses to help you develop to your full potential and learn the skills you need to work productively in the workplace.

UNIT 5

HOW CAN YOU HANDLE HARASSMENT?

HOW CAN YOU HANDLE HARASSMENT?

OBJECTIVES: When you finish this unit you should know:

- More about the options available to handle harassment
- Some pros and cons of these options

OPTIONS FOR HANDLING HARASSMENT

"Sexual harassment is defined as 'unwelcome behavior of a sexual nature or with sexual overtones.' It takes two legal shapes:

- Quid pro quo harassment occurs when decisions affecting a person's employment are based on whether the person submits to or rejects sexual demands.
- Hostile environment harassment occurs when unwelcome sexual conduct unreasonably interferes with a person's job performance or causes an intimidating or offensive work environment. The behavior is considered harassment even if it leads to no tangible or economic job consequences." (Weiss, Donald H., Communication Briefings, December 1991, Volume 11, Number 2, page 8a.)

Read the following options for handling harassment. Note the consequences of each option and discuss the pros (+)s and cons (-)s of each. Add your own pros and cons to the list if they are different.

1. Ignore the harasser.

- + Often this is all that is needed.
 - Sometimes the harasser doesn't get the message and will try harder to get a reaction.
-

2. Fight fire with fire. If you are made the object of a joke or a slur, turn it around and needle the harasser.

- + Often the harasser will look for an easier mark the next time he feels the need to prove himself the big guy.
 - + Often the harasser does not recognize that you feel like the object of a slur or joke, and a gentle or pointed remark can heighten the harasser's awareness enough to prevent it from continuing.
 - You need to be able to counter effectively on his terms, a weak comment may not be enough to discourage another verbal assault.
 - Responding in kind to sexual horseplay may lead the harasser and/or others to think you enjoy such interaction.
-

3. Avoid being alone with the person.

- + Often the harasser will be subdued in the presence of others.
- + You will have witnesses should the harasser continue.

- Your position may require that you interact with the position the harasser is employed in.
 - It may be necessary to request a transfer to another position.
-

4. Clearly tell the harasser to stop.

- + Some harassment is not meant to be offensive. If the harassment is unintentional the harasser will try to stop offending you.
 - + This puts you on record against the actions.
 - + This disrupts the harasser and gives him a chance to think before he speaks again.
 - This may make the harasser angry.
-

5. Keep a record of episodes.

- + This gives you the opportunity to reflect upon the situation removed from the emotion that occurs during the incident.
 - + This provides needed documentation should legal action be taken.
 - + This allows you to accurately share the situation with someone else.
-

6. Tell a trusted friend or counselor.

- + Another person can help you to sort through the facts and plan how you should handle the situation.
 - + Many people have experienced harassment; you can learn from their experience.
 - + Discussing a problem is therapeutic.
 - + Telling someone else provides further documentation.
 - + This person(s) will be a source of moral support for whatever actions taken.
-

7. Go to a supervisor.

- + This sends a clear message that you will not accept harassment.
 - The supervisor may think you are being petty.
 - Co-workers may think you are a cry baby.
 - The supervisor may side with the offender.
-

8. Call the Department of Labor.

- + The Department of Labor has a history of negotiating with employers and may be able to arbitrate your dispute without the cost and stigma of a court case.
 - Your employer may not be willing to have the dispute arbitrated by someone outside of the company.
 - Your employer and/or your co-workers may label you a troublemaker.
 - Your employer and/or your co-workers may choose to make a you miserable at work. There are many ways to make you very miserable without violating a law.
-

9. File a lawsuit.

- + There are a number of laws against sexual harassment and discrimination that might apply to your situation.
 - You will need to hire a lawyer.
 - A legal battle could take years to achieve. Court cases are often appealed by the losing party, causing a lengthy, expensive process.
 - These types of cases are very hard to win.
 - Many cases that were decided in favor of the plaintiff were ultimately overturned in a higher court. Only a handful of cases that have gone to the federal level ended in favor of the plaintiff.
-

While there are many options to choose from, you must be willing to stick it out long enough to get satisfaction. You must also consider the negative points to decide if that plan of action will be worth the effort.

CONSIDERATIONS TO THINK ABOUT WHEN COMPLETING THIS UNIT

Today's apprenticewomen, just like any pioneers, face many obstacles to their success. While it is easy to see that changes should be made, it is much more difficult to effect change. Changes have often been mandated by law with little or no effect. Many laws have been passed about gender and minorities but problems still remain. We will see the greatest change in the trades when more and more of the people in the trades share a common desire for the change. We all must do what we can to join with other tradespeople to direct the changes from within.

Please be sure to see the Appendix D for additional information.

APPENDIX A

ADDITIONAL ACTIVITIES ABOUT STEREOTYPES

ACTIVITY 1

MESSY PICKUP TRUCK

Old double standards based on stereotypes still abound in the workplace. Review and discuss the list and stereotypes that still exist and cause inaccurate judgements.

HIS

HIS pickup truck is cluttered with tools, papers, and fast food wrappers. He is busy and works very hard.

HE has pictures of the wife and kids taped to the dashboard of his pickup. He must be devoted to his family.

HE'S not with the work crew. He must be conferring with the boss.

HE'S talking with his co-workers. He must be figuring out how to lay the pipe.

The boss criticized HIM. He will learn to do it better next time.

HE bought the boss his lunch. He is trying to get ahead.

HE got a bum deal. He was furious.

HE didn't come to work. He must be sick.

HE'S getting married: He'll settle down.

HIS wife is having a baby. He'll need a raise.

HE is leaving for a better job. He'll get more money.

HE tells off-color stories. He is one of the boys.

HIS pickup truck is clean. His wife must take care of it.

HERS

SHE pickup truck is cluttered with tools, papers, and fast food wrappers. She is a disorganized mess.

SHE has pictures of the husband and kids taped to the dashboard of her pickup. Her family comes before her job.

SHE'S not with the work crew. She must be putting on makeup.

SHE'S talking with her co-workers. She must be gossiping.

The boss criticized HER. She'ss be really upset.

SHE bought the boss his lunch. She is pursuing him.

SHE got a bum deal. She was hysterical.

SHE didn't come to work. She couldn't get a sitter.

SHE'S getting married: She'll get pregnant and leave.

SHE'S having a baby: She'll be off for weeks and collect maternity leave pay.

SHE'S leaving for a better job. Women are so undependable.

SHE tells off color stories. She must be a butch.

SHE pickup truck is clean. She must be a neatness freak.

ACTIVITY 2

MYTHBUSTERS: A VIDEO

MYTHBUSTERS is a 25 minute video presentation that attempts to "bust the myths" both men and women hold about women entering the skilled trades. The production is hosted by three teenage women who lead the viewer through illustrations of popular misconceptions people hold about nontraditional work for women. "Mythbusters" encourages women to take a second look at traditionally male trades, emphasizing the personal satisfaction and financial benefits of entering trades such as carpentry and welding. It does not promise a problem-free environment for females choosing nontraditional careers, but points out the benefits of accepting such a challenge. It presents obstacles females might encounter and suggests ways to cope with them.

The video comes with a Trainer's Guide which includes suggested activities, questionnaires, discussion topics, and information about organizing a group presentation.

To borrow a copy of Mythbusters from the State Apprenticeship Curriculum Library, call the Apprenticeship Office at 703-506-2300.

To order your own copy, send your name, position, address, and phone number along with a check for \$15.00 made out to Jersey City State College to:

Project TIDE
Jersey City State College
Center for Occupational Education
2039 Kennedy Boulevard
Jersey City, NJ 07305

APPENDIX B

REASONS FOR NOT HIRING WOMEN AND RESPONSES

Reasons for Not Hiring Women

Does your list include the following reasons?

1. Women can't do the work.
2. Women will distract the men from their work.
3. The men will have to cover for the women.
4. Women don't like to get dirty.
5. Women are not dependable.
6. Women can't do the heavy work, especially lifting.
7. Women don't like vulgar language.
8. Women are afraid of dark crawl spaces, high roofs, etc.
9. The men's wives will be upset.
10. A woman's place is in the home.
11. A woman will get pregnant and quit to raise the children.
12. A woman will object to the calendars and posters in the workplace.
13. We tried it once, and it didn't work.
14. We don't have restrooms and lockerrooms for women.
15. We never had a woman in this position.
16. A woman won't succeed anyway, so why try.
17. There are not enough jobs for all the men with families, so we shouldn't give one to a woman.
18. Men won't cooperate or follow directions from a woman.
19. A woman will accuse us of harassment or discrimination.
20. A woman will take off work when the children are sick.

Possible Responses to Employers

Review the following list of possible responses. See if there are responses that you and your group did not consider. Not all responses are appropriate for each employer reason.

1. How do you know that?
2. How many times has this actually happened?
3. Is this your opinion or the opinion of your men?
4. Have you tried a woman on this job?
5. Try it; you might like it.
6. Thousands did this job during the war (the depression, etc.).
7. Do you need to train your men?
8. Are all your men dependable?
9. How many women do you have working for you?
10. Women are doing this job at company X. Call them and see how it is working.
11. What amount of time would a person in this position do this task?
12. What specifically can't they do?
13. It sounds as if you are protecting your men...from what?
14. Are you saying all women, even your mother, are not dependable?
15. Isn't dependability an individual matter?
16. Physical ability varies with individuals.
17. Are all men strong?
18. I participate in X sport which takes a lot of stamina.
19. Don't some men take awhile to gear up to the physical requirements of the job?
20. Men may tone down if a woman is around.
21. Many men don't like vulgarity either.
22. Women will swear less and work more.
23. What do the wives object to?
24. How do you feel about it?
25. Will that stop you from hiring a good employee?
26. Could I speak with your (their) wife?
27. Your (their) wife may not be aware, as you are, of discrimination laws.
28. Ignore the comment.
29. I need to earn a living just like anyone else.
30. Do women belong home if they have to be on welfare?
31. Hiring a woman will help you avoid charges of discrimination.
32. I must support my family.
33. More and more women return to work after a brief pregnancy leave.
34. Family responsibilities often make a worker steadier and more reliable.
35. Try again.
36. Haven't you ever had a man who didn't work out?
37. Federal laws set affirmative action goals for employing women.
38. Put a lock on the inside.
39. Get another job johnny.
40. Is there a facility nearby, such as a gas station?
41. Put up a sign with "men" on one side and "women" on the other side.
42. I share all the time at home.
43. How many people use it at a time?
44. What about airplanes and buses?
45. Why not?
46. Have you recruited women?
47. How?

APPENDIX C
ADDITIONAL RESOURCES

ADDITIONAL RESOURCES

1. The Nuts and Bolts of NTO: How to Help Women Enter Non Traditional Occupations, 2nd Edition, by Jo Shuchat Sanders, published by The Scarecrow Press, Inc., Metuchen, NJ and London, 1986, 204 pages, softcover.

This workbook contains suggestions that have been tested in several vocational programs and have been proven to really work.

2. A Woman's Guide to Apprenticeship, published by U.S. Department of Labor, Women's Bureau, Washington DC, 1980, 30 pages, softcover.

This booklet provides an overview of apprenticeship and guides readers through choosing an occupation, the application process, and Federal regulations affecting apprenticeship.

3. Title VII's Failed Promise: The Impact of the Lack of a Damages Remedy (1991 Update), by E. Vargas, et.al., published by the National Women's Law Center, Washington, DC 22036, 31 pages, softcover.

This report reinforces the central finding of the Centers original study that the remedies available for intentional discrimination under Title VII are inadequate. It includes many real-life examples of court cases.

4. Sexual Harassment on the Job: An Instructional Unit, published by the Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri, 1982, 36 pages, softcover.

This instructional unit contains many objectives, activities, and instructional materials including worksheets, transparencies, and evaluations covering harassment on the job.

5. Fair, Square, and Legal, by Donald H. Weiss, published by AMACOM, a division of American Management Association, New York, NY, 1991.

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APPENDIX D

WHAT ALL TRADES PEOPLE SHOULD KNOW ABOUT SEXUAL HARASSMENT

D-1

WHAT IS SEXUAL HARASSMENT?

"Sexual harassment is an unlawful employment practice under Title VII of the Civil Rights Act of 1964, as amended. The EEOC Guidelines on Discrimination Because of Sex provide that unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that person;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (In 1986 the U.S. Supreme Court agreed with the EEOC guidelines and court rulings that unwelcome sexual advances that create an offensive or hostile working environment violate Title VII.)

An employer, employment agency, joint apprenticeship committee, or labor organization may be responsible for the acts of its agents and supervisory employees, regardless of whether the specific acts complained of were forbidden and regardless of whether the employer knows of their occurrence. An employer is responsible for sexual harassment by co-workers where the employer knew or should have known of the conduct, unless immediate and appropriate corrective action was taken. An employer may also be responsible for sexual harassment by clients or customers."

A Working Woman's Guide to Her Job Rights, Women's Bureau, U.S. Department of Labor, Washington, DC.

WHAT TO DO

If you feel your rights have been or are being violated, you should make and keep very detailed notes regarding each incident. Seek more detailed information by contacting the Equal Employment Opportunity Commission at 1-800-USA-EEOC (from outside of the District of Columbia). You can also call 1-202-663-4900 and ask for a Public Information Specialist.

Remember that sexual harassment which includes sexual contact may also be a violation of sexual assault laws and should be discussed with legal professionals qualified to do business in the jurisdiction where the incident/s occurred.

Additional resources (available from the State Apprenticeship Curriculum Library):

A Working Woman's Guide to Her Job Rights, U.S. Department of Labor, Women's Bureau, 1988, Leaflet 55, 64 pages.

Sexual Harassment on the Job: An Instructional Unit, Instructional Materials Laboratory, University of Missouri-Columbia, 1982, Softcover, 36 pages.

A Strategy to Promote Interest in Nontraditional Careers, by Bette J. Soldwedel, in the Vocational Education Journal, April 1989, pp. 42-44.

Additional information is available from:

EEOC
1801 L Street, N.W.
Washington, D.C. 20507
202-663-4900

Women's Bureau
U.S. Dept of Labor
Room S-3311
200 Constitution Ave. N.W.
Washington, D.C. 20210

202-523-6652
(Division of Information Publications)